

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	Place date stamp here.
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

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Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Nixon-Smilely CISD	089-903			
Vendor ID #	ESC Region #			
	13			
Mailing address	City	State	ZIP Code	
800 Rancho Rd.	Nixon	TX	78140	
Primary Contact				
First name	M.I.	Last name	Title	
Cathy	L	Lauer	Superintendent of Schools	
Telephone #	Email address		FAX #	
(830) 582-1536	cathy.lauer@nixonsmiley.net		(830) 582-1920	
Secondary Contact				
First name	M.I.	Last name	Title	
Jane		Dwyer	Director of Special Programs	
Telephone #	Email address		FAX #	
(830) 582-1536	dwyerj@nixonsmiley.net		(830) 582-1920	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Cathy	L	Lauer	Superintendent of Schools
Telephone #	Email address		FAX #
(830) 582-1536	cathy.lauer@nixonsmiley.net		(830) 582-1920
Signature (blue ink preferred)			Date signed

Cathy Lauer, PhD

2/1/18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 089-903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 089-903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 089-903	Amendment # (for amendments only):
List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
Nixon-Smiley CISD Middle School	
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.	
<p>The small rural neighboring communities of Nixon and Smiley, Texas make up the Nixon-Smiley CISD (NSCISD). According to most recent census estimates, Nixon and Smiley have a combined population of approximately 3,070, up 431 (14%) from the last report of 2,639 in 2010. According to the data analyzed by the Technology Lending Grant (TLG) Committee, both communities have disproportionately high numbers of minority students and those who are socio-economically disadvantaged. This is further perpetuated by the 37.7% of parents that lack a high school degree (www.census.gov).</p> <p>NSICSD is comprised of three campuses: Nixon-Smiley Elementary School (ES) - grades PK-4; Nixon-Smiley Middle School (MS) - grades 5-8; and Nixon-Smiley High School (HS) - grades 9-12. In an effort to prioritize the needs for the three campuses, the District utilized multiple resources: a <i>District-wide Technology Survey</i> distributed to all students in upper elementary through grade 12; <i>District student assessment data</i> (STAAR/EOC); and a <i>District-wide Teacher Survey</i>. Once each piece was thoroughly analyzed, it was clearly evident the campus in need of the TLG was the Nixon-Smiley Middle School (MS) largely due to the following:</p> <ul style="list-style-type: none"> • 87.5% of MS students are economically disadvantaged (District average – 85.16%) • Enrollment by ethnicity: 76.5% Hispanic/Latino; 18.75% White; 0.94% Black; 0.63% Two or More • 44% of students reported having no home Internet access • 32% of students reported having to routinely go somewhere other than their home to complete assignments • The majority of teachers (84%) report “never” or “rarely” assigning homework due to student lack of access to the Internet and/or Internet-ready devices at home • MS students scored below the State average of the STAAR test on 10 of the 12 administered, with a 30 point discrepancy on the grade 5 STAAR test • 83.5% are not “college ready” in math, according to the middle of the year (MOY) NWEA MAP test <p>TLG Purpose and Goals</p> <p>According to the Long-Range Plan for Technology, the plan sets an expectation that <i>“Students can expect higher performance and deeper engagement in academic, real world endeavors by accessing digital tools and resources available twenty-four hours a day, seven days a week (24/7) appropriate to individual strengths, needs, and learning styles.”</i> NSCISD Middle School's Technology Lending Grant is designed to do just this - provide a technology lending program that makes available the necessary tools in the form digital devices and CIPA-compliant hot spots to ensure equitable access to the necessary digital resources outside of the regular school day, thereby increasing student achievement.</p> <p>TLG Program Plan Description</p> <p>Upon distribution of the grant RFA, NSCISD formed a TLG Committee to analyze the needs assessment data, look at current funding distributions, and formulate a program plan. Through local, federal, state compensatory, and limited IMA funds, the District has purchased an array of research-based digital instructional materials to meet the objectives of the District's Technology Plan. Upon thorough review of the data, it is evident there is a significant difference between the number of MS students who are able to access digital instructional materials during the school day and those who are unable to access these materials from home. Additionally, as previously stated, teachers recognize the advantage of students having access to these digital tools and feel such accessibility would be valuable and impactful in spurring student success. For example, students are using applications like Nearpod that provides authentic learning experiences that break down the barriers of the classroom walls. To assist in distributing equipment, the TLG Committee has come up with procedures to streamline the checkout process.</p>	

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 089-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The MS campus is comprised of two buildings: Phase I with 5th and 6th grades and Phase II with 7th and 8th grades. There is one math teacher and one science teacher in each grade level; therefore, this equipment will be distributed through these eight classroom teachers. Devices will be divided into two groups and housed in charging carts in a specific location in each of the two buildings. A staff member, along with a back-up staff member, will be assigned to oversee the check-out procedure at each location at the end of each day. When a teacher requires students to complete assignments or to work on individualized online programs, the teacher will complete a short form for the student to submit to the staff member who oversees the check-out procedure. At the end of the day, the student will give the form to the staff member. The number of the device to be issued will be written on that form, and the device with its carrying case will be distributed to the student. Students will be allowed to leave class five minutes before the last bell rings. All summer checkouts will coincide and support summer programs.

Residential Internet Access for Students

Nixon-Smiley CISD will provide Internet access for students who do not have available access at home by providing CIPA-compliant hot spot devices that can be checked out and taken home for a specific period of time. The TLG program will allow the MS to purchase:

- 75 personal digital devices with carrying cases and a cloud-based management system
- 61 CIPA-compliant hot spots with cloud-based management system
- 2 portable CIPA-compliant WiFi devices for Internet access on buses

Before students are allowed to check out a CIPA-compliant hot spot to provide Internet access **at home**, they must

- demonstrate mastery on the Digital Citizenship strand of the Technology Applications TEKS;
- have a parent or guardian sign the Responsible Use Agreement (provided in English and Spanish);
- have a parent or guardian sign the Technology Lending Agreement (provided in English and Spanish), which asserts that school District devices are the property of the District and are to be used solely for educational purposes by the student;
- complete a TLG check-out form (provided in English and Spanish); and
- attend a training session provided by the technology department that demonstrates the use of the Internet-ready device and the hot spot where a translator will be available for those that speak Spanish. Time will also be given to address questions on the devices and hot spots, as well as those regarding the TLG.

Bus Route Internet Access for Students

Due to the rural nature of the District, many students are on buses for at least an hour each way before and after school. Specifically, nine of the twelve routes (75%) each day run in excess of one hour. Additionally, MS students travel long distances to compete in sporting and other UIL events. Some District UIL events see students travel two hours one way, four hours total. Because of the TLG program, NSCISD will be able to install portable WiFi devices on two buses that have routes that run more than 60 minutes one way. This will allow much-needed time to complete assignments and enrichment activities that require access to the Internet while on a bus ride to and from home, as well as to and from school-sponsored UIL events.

Critical success factors

Each time the TLG Committee meets, they will review the Critical Success Factors derived from the needs assessment and reflected in the evaluation plan. TLG Critical Success Factors include:

- Each of the purchased devices and hot spots are checked out on regular basis;
- Students with the highest academic need, as well as students with special needs, are checking out devices;
- Teachers are leveraging digital materials by making assignments based on current needs and encouraging students to check out devices;
- Student scores are increasing on the Technology Application TEKS proficiency assessments; and
- Students are showing proficiency and progress on state assessments – particularly in math and science.

TLG students will be provided opportunities they would otherwise not realize. Consequently, students will be prepared to thrive in a global workforce, be digitally responsible, and become lifelong learners.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 089-903			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$20,330	\$0	\$20,330
Schedule #9	Supplies and Materials (6300)	6300	\$29,605	\$0	\$29,605
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$49,935	\$0	\$49,935
0% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$49,935	\$0	\$49,935
Administrative Cost Calculation					
Enter the total grant amount requested:					\$50,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$7,500
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 089-903		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	CIPA-compliant digital hot spots/service to provide Internet access in student homes	\$18,170
2	CIPA-compliant WIFI service for buses	\$ 2,160
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$20,330
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$20,330

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 089-903		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$29,605
Grand total:		\$29,605

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 089-903		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 089-903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 089-903										Amendment # (for amendments only):				
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage				Comment								
Economically disadvantaged	280	87.50%				This percentage exceeds the District's average of 85.16%.								
Limited English proficient (LEP)	40	12.50%												
Disciplinary placements	1	0.3%				1 DAEP placement and 7 In-School Suspension placements as of October PEIMS Snapshot submission								
Attendance rate	NA	97.4%												
Annual dropout rate (Gr 9-12)	NA	0%				2 students reported as dropouts on October PEIMS Snapshot for grades 5-8 (.62%)								
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter				<input type="checkbox"/> Private Nonprofit				<input type="checkbox"/> Private For Profit				<input type="checkbox"/> Public Institution
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	83	72	79	87	0	0	0	0	321

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Schedule #13—Needs Assessment

County-district number or vendor ID: 089-903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nixon-Smiley CISD includes three campuses:

- Nixon-Smiley Elementary School (ES) - grades PK-4
- Nixon-Smiley Middle School (MS) - grades 5-8; and
- Nixon-Smiley High School (HS) - grades 9-12.

In an effort to prioritize the needs for the three campuses, the District utilized multiple resources: a *District-wide Technology Survey* distributed to all students in upper elementary through grade 12; *District student assessment data* (STAAR/EOC); and a *District-wide Teacher Survey*. Once each piece was thoroughly analyzed, **it was clearly evident the campus in need of the Technology Lending Grant (TLG) was the Nixon-Smiley Middle School (MS).**

As previously stated, a *District-wide Technology Survey* was distributed to students in upper elementary through grade 12. The focus of the survey was to discern what access students had to technology at home (with and without the use of their personal cell phones), their interest in checking out mobile devices to complete homework and enrichment assignments, and how they complete homework assignments when technology is not accessible. According to the information received, **it is evident there is an expectation for technology usage among teachers at the secondary level.** Eighty-four percent of MS and 85% of HS students report at least one teacher assigns homework that requires Internet access and a technology device, compared to 28% at the ES. However, **when comparing home availability, accessibility is inequitable, especially at the Middle School.** Close to half of MS students report they do not have Internet access in their home. In order to complete homework, 32% of MS students report having to go somewhere other than their home to complete homework versus 16% at the HS and 22% at the ES.

When reviewing secondary *District student assessment data* by content on the STAAR and EOC, the lowest percentages of those meeting standard are found at the Middle School. The following table depicts percentage passing averages by grade and content area in comparison with the State's average in parentheses. Scores that differentiate more than 5 percentage points are highlighted.

Content Area	Science	Math	Reading	Writing	History/SS
Grade 5	43 (73)	75 (81)	63 (71)	NA	NA
Grade 6	NA	68 (75)	55 (67)	66 (68)	NA
Grade 7	NA	59 (68)	72 (72)	NA	NA
Grade 8	56 (74)	68 (74)	81 (76)	NA	80 (62)
HS	91 - Bio (85)	80 - Alg (82)	57 - Eng I (60) 57 - Eng II (62)	NA	86 - USH (92)

Of all tests taken, 10 out of 12 test averages were at or below the State average at the MS. More specifically, 100% of all MS math and science scores are grayed, revealing a difference of more than 5 percentage points from that of the State; therefore, a focus will be placed on MS math and science. To further support academic need at the MS, the latest NWEA college readiness benchmark results reveal 83.5% (253) students are not on track in math. Math scores reflect the highest need of all content areas tested in regards to college readiness.

When reviewing the *District-wide Teacher Survey* data, it is evident teachers have access and regularly use digital resources in the classroom and/or during tutorial/remediation time. One hundred percent of teachers report having access to and assigning student work through digital resources. The survey overwhelmingly revealed teachers feel it would be beneficial for students to have more equitable access to technology at home (90%-HS, 88%-MS, 83%-ES). To further support the impact of the TLG, 84% of MS teachers say they currently "rarely" or "never" assign homework that requires access to technology, but with equitable access efforts, 72% say they would if it was available (40% vs. 70% at the HS and 100 vs. 63% at the ES).

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 089-903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Close to half of Nixon-Smiley Middle School students do not have Internet access at home.	The TLG will implement a technology lending program, which includes an Internet-ready device, as well as a CIPA-compliant hot spot, if necessary.
2.	Eighty-four percent of MS teachers currently do not assign homework or enrichment activities to students due to lack of Internet access, while 72% report they would if access was available.	The TLG will implement a technology lending program, which includes an Internet-ready device, as well as a CIPA-compliant hot spot, if necessary.
3.	NSCISD Middle School students need opportunities for enrichment and extra practice, particularly in math and science, evidenced by 10 out of 12 STAAR test averages at or below the State average. More specifically, 100% of all MS math and science scores were more than 5 percentage points from that of the State; therefore, a focus is needed on math and science.	The TLG will implement a technology lending program, which includes an Internet-ready device, as well as a CIPA-compliant hot spot, if necessary, with opportunities for students to further practice or complete assignments using District purchased online digital resources.
4.	NWEA college readiness benchmark results reveal 83.5% (253) students are not on track in math.	The TLG will implement a technology lending program which includes an Internet-ready device, as well as a CIPA-compliant hot spot, if necessary, with opportunities for students to further practice or complete assignments using District purchased online digital resources and further ready them for college entry tests like the ACT and SAT.
5.	Due to the rural setting of our community, Nixon-Smiley CISD encompasses 367 square miles. As a result, 75% (9 out of 12) of NSCISD bus routes have students on their buses a minimum of one hour. Additionally, some UIL District events require students to travel in excess of 2 hours one way, four hours total.	The TLG will purchase CIPA-compliant portable school bus WIFI devices that are safe for students and monitor content. These devices will be able to be placed on route buses, and, if available, later placed on the buses traveling to UIL events over one hour one way.

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Schedule #14—Management Plan

County-district number or vendor ID: 089-903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Instructional Technology Specialist	Minimum five years teaching experience, minimum five years experience supporting teachers and students seamlessly integrating technology into the curriculum. Previous technology grant management experience. Masters degree in Instructional Technology preferred. Google Certified Trainer certification preferred.
2.	District Technology Director	Minimum of 3 years classroom teaching experience, minimum 3 years in administrative position, 5 years as Technology Director. Previous technology grant experience. Masters degree preferred.
3.	District Network Technician	Minimum of 1 year experience in school district. Technical training or college degree preferred.
4.	Educational Service Center Technology Consultant	Minimum 4 years experience working with school districts as technology consultant.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Form a TLG committee for technical implementation	1. Review the TLG Critical Success Factors – ongoing	05/01/18	8/31/19
		2. Gather/finalize quotes on grant defined equipment	05/01/18	06/01/18
		3. Make decisions and proceed with purchases	05/15/18	06/01/18
		4. Ensure all digital resources are ready for student use	05/01/18	06/01/18
		5. Inventory, barcode, name, and label equipment	05/15/18	06/15/18
2.	Ensure efficient and effective checkout procedures are in place	1. Finalize all checkout procedures with MS admin	05/01/18	05/08/18
		2. Ensure all teachers are clear on procedures	05/08/18	05/15/18
		3. Review/Finalize the Technology Lending Agreement	05/01/18	05/08/18
		4. Ensure documents are available in English and Spanish	05/01/18	8/31/19
		5. Conduct a trial run for checkout of equipment	05/15/18	05/21/18
3.	Educate parents and the community of the opportunities provided by the TLG	1. Hosts family and community TLG family nights	05/08/18	8/31/19
		2. Provide forum for parent questions, with translator	05/08/18	8/31/19
		3. Committee works with teachers addressing parent concerns	05/08/18	8/31/19
		4. Make necessary adjustments based on parent feedback	05/08/18	8/31/19
		5. Provide technical support to students and parents, as needed	05/08/18	8/31/19
4.	TLG Committee collaborates with MS admin to review grant effectiveness	1. Schedule bimonthly meetings to evaluate implementation	05/01/18	8/31/19
		2. Communicate with teachers and address concerns	05/01/18	8/31/19
		3. Ensure teachers have necessary training on digital resources	05/01/18	8/31/19
		4. Ensure student access and review usage of digital resources	05/01/18	8/31/19
		5. Make necessary adjustments to grant implementation plan	05/01/18	8/31/19
5.	Evaluate the effectiveness of the TLG	1. Review formative assessment data from teachers	05/08/18	8/31/19
		2. Review benchmark test data quarterly	10/01/18	8/31/19
		3. Solicit qualitative data from teachers	05/08/18	8/31/19
		4. Solicit qualitative data from students and parents	05/08/18	8/31/19
		5. Regularly review usage of digital resources	05/01/18	8/31/19

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 089-903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nixon-Smiley Middle School (MS) has multiple processes and procedures in place for monitoring and attaining campus goals. Each works to make certain lines of communication and feedback exist between all stakeholders so student achievement and teacher effectiveness is optimized. When changes are needed, the plethora of avenues for communication ensures information is received, necessary changes are made, and the best plan of action is ensued.

- Quarterly monitoring – During this time, teachers (inclusive of intervention teachers), administration, and the ESL Coordinator meets to discuss and monitor the progress of **every** student by grade level. When necessary, an academic and/or behavioral intervention plan is developed and reflected on the student's Rtl Plan. (TLG data and technology device and hot spot checkout will be a vital tool for enrichment and intervention for these students.)
- Administrative meetings – The Superintendent, principals, and District directors (SPED, Technology, Federal Programs, Special Programs, and Business Operations) meet weekly to discuss District and campus actions, needs and concerns in meeting campus/District goals. This time is often used to gather feedback from colleagues, as well as to discuss collaborated implementation of grants, requirements and initiatives.
- Technology weekly meetings – The Superintendent, Technology Director, Network Specialist, and Director of Business meet weekly to discuss needs, purchases, and initiatives in relation to technology in District/campus plans.
- Faculty meetings – The MS campus hosts monthly faculty meetings, at a minimum. This time is used for staff to receive important information, mini-trainings, discuss progress in meeting goals and objectives defined in the Campus Improvement Plan (CIP), as well as upcoming initiatives and concerns.
- Family nights – The MS campus attempts to host at least one Family Night per semester to help parents feel more comfortable supporting their children at home. It is also a way to foster a trusting relationship between the school and community, as well as share campus plans and initiatives.
- Social Media – Communication through Facebook, the new District/campus webpage, email, and Facebook Workplace (internal) are used to quickly communicate with parents and the community about upcoming events campus needs, new initiatives, as well as a forum for parents to ask questions.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nixon-Smiley Middle School has multiple systems in place to assist students needing academic enrichment and interventions. The school utilizes an array of digital resources to provide student support during regular class time, tutorial time, as well as during Rtl intervention times with smaller group sizes or one-on-one. Students are very familiar with each. The TLG will allow students to continue to use these resources outside of the school day. As previously reported, teachers are currently reluctant to assign work/enrichment after school hours due to student accessibility. However, close to three quarters of MS teachers said they would if more students had capability (with devices and/or Internet capability) to complete such assignments. Communication systems are currently in place to assist in educating parents on the tremendous opportunity provided by the TLG: Facebook, emails, and Family Nights to name a few.

Additionally, systemic support is in place in the form of weekly meetings involving the Superintendent, administrative staff, faculty, and the technology department. These established times will proactively assist in trouble-shooting identified problems or concerns that may arise during grant implementation and ensure all stakeholders remain equally committed to the TLG's implementation.

The District currently funds the defined digital resources, as well as the support necessary to ensure full implementation through local, State Compensatory, and federal funds (See Schedule 16, Requirement 1). TLG funds will provide increased access and opportunities for MS students and teachers. The District is committed to sustaining the TLG utilizing various funding sources, including but not limited to The NSCISD Education Foundation, local, IMA, federal, and state compensatory based on the prioritized results from the grant's evaluation.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 089-903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Number and percent of students that checkout a device as part of TLG	1.	Signed lending agreements
		2.	Student mastery of Digital Citizenship strand of Tech Apps TEKS
		3.	Documentation on online spreadsheet of student checkout - device
2.	Number and percent of students that checkout an Internet hot spot as part of TLG	1.	Signed lending agreements
		2.	Student mastery of Digital Citizenship strand of Tech Apps TEKS
		3.	Documentation on online spreadsheet of student checkout – hot spot
3.	Number and percent of teachers who leveraged digital materials in math and science	1.	Usage reports from digital resources
		2.	Documentation of online spreadsheet designating teacher assigning
		3.	Qualitative feedback from teachers on TLG
4.	Number and percent of MS students that demonstrate proficiency on TA TEKS	1.	Locally developed Technology Applications TEKS assessments – 5 th - 7 th
		2.	Learning.com assessment for 8 th grade – Technology Application TEKS
		3.	Digital Citizenship performance assessment – 5 th - 8 th
5.	Number and percent of MS students that demonstrate proficiency on STAAR/NWEA	1.	STAAR reports showing proficiency in math – 2018 and 2019 – all students
		2.	STAAR reports showing progress on math – all students – 2018 to 2019
		3.	NWEA MAP assessment results – college readiness – all students

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing data collection will be a vital component of the TLG to identify and promptly correct grant concerns. Such data will be used to make programmatic changes or enhancements during committee meetings, as well as during monitoring discussions on each student. Both qualitative and quantitative data will be reviewed throughout the life of the TLG by the members of the TLG Committee, inclusive of MS administration, and **all performance measures will be reported to TEA**. Solicited (surveys, emails, etc.) and unsolicited qualitative feedback will be collected and/or documented and discussed during TLG meetings. The following quantitative data will assist in making programmatic decisions:

- **Checkout/Usage records** – Usage records will be kept current on a spreadsheet at designated checkout locations. Each week's records will be pulled to track the number of students that checked out a device and/or Internet hot spot, as well as the frequency by math and science teachers. Numbers will be dependent on available devices. Optimally, 100% of devices and hot spots will be checked out each day. Additionally, the digital resources used will be reviewed by running reports on each digital resource assigned to check for use (time) and accuracy.
- **NWEA MAP testing** – all MS students will participate at the beginning of the year (BOY), middle of the year (MOY) and end of year (EOY). Particular interest will be placed on math and College Readiness data.
- **Digital Citizenship/Tech Apps** – All MS students will be assessed on the TA TEKS, inclusive of the Digital Citizenship strand, through a locally-developed assessment or through Learning.com (8th grade only).
- **Student benchmark and teacher formative assessment results** – Locally developed benchmarks will be administered at the MOY and the EOY. Results will be compared to measure student growth and make decisions on the students most needy of TLG devices/hot spots. Particular attention will be placed on math and science student scores.
- **STAAR tests** – STAAR exam results will be reviewed for all students at the BOY and the EOY to measure student academic achievement and progress made, specifically in math and science, the lowest performing areas of the campus. Special focus will be place on disaggregating data to pull the students who are economically disadvantaged and those who checked out TLG devices and hot spots documented on the checkout/usage spreadsheet.
- **Attendance** – The TLG Committee will collaborate with the District's PEIMS Coordinator to gather and review student attendance for the MS campus as a whole, as well as the population of students being served by the TLG. Additionally, attendance of parents attending informational meetings and family nights will also be tracked.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 089-903

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, each classroom at the Nixon-Smiley CISD Middle School (MS) campus has access to a cart of Chromebooks or laptops so each student has one-to-one (1:1) access during the school day. This ubiquitous access to classroom equipment encourages our teachers and students to use digital resources every day for instruction. Additionally, there is a Chromebook for each student in the Response to Intervention (RtI) lab, a setting for more intense instructional focus in a smaller teacher-to-student ratio. This instructional setting consists of digital intervention programs that are monitored closely by a certified teacher who then uses the data to pull small groups or individuals for targeted instruction.

All the current Chromebooks (minus recent necessary replacement) were purchased through a bond that was passed in 2014 to ensure all students had access to quality digital instructional materials in the classroom. At this time, the District will not pursue a future bond. Bonds are subject to community approval, and our small rural community perceives we have a high debt and does not wish to incur further debt. No funds designated for the purchase of technology equipment remain in the 2014 bond budget. This school year, the District allocated \$7,450 for MS technology equipment and repairs and IMA funds for necessary replacements, but no local funds are designated for the purchase of additional equipment. The table below details the District's commitment to supporting teachers and providing digital resources and materials. **IMA funds, once distributed across the three District campuses, are not enough to fill the significant needs of our MS students that lack Internet and device accessibility beyond the school day.**

2017-2018 Available Funding for Technology Summary

Funding Source	Purchase/Purpose	Total
Bond funds	Purchase technology equipment	\$0
IMA funds	Purchase of digital instructional materials for MS	\$4,000
IMA funds	June purchase of Chromebooks to equip MS classrooms with necessary replacement equipment	\$20,000
Local funds	Purchase/allotment for maintenance and repairs for MS	\$7,450
Local funds	Purchase of digital instructional materials for MS	\$60,673
Title IV Federal funds	Salary of Instructional Technology Specialist (shared with other campuses)	\$20,000
TOTAL		\$112,123

Still, there is a significant difference between the number of students who access digital instructional materials during the school day and those who are unable to access these materials from home.

Summary of Access to Technology Tools and Digital Instructional Resources

Students with access to technology devices and Internet at school (other than cell phone)	321
Students with access to technology devices at home (other than cell phone)	186
Students with access to Internet at home	180
Number of MS students who do not have Internet at home to be served by this grant (44%)	141

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 089-903

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nixon-Smiley Middle School (MS) has established a mission and goals based on a needs assessment conducted by the Campus Improvement Committee (CIC). The Campus Improvement Plan (CIP) states *"Nixon-Smiley Middle School aims to provide a differentiated, effective, and rigorous curriculum in a stimulating learning environment in an effort to maximize individual potential and ensure that all students are well equipped to meet the challenges of education, work, and life."*

In addressing Goal 1 of the CIP (Recruiting, supporting, and retaining teachers and principals), the plan states that *"teachers and support staff will fulfill training/ professional development requirements of the District, specifically focusing on professional development related to the School Improvement Plan, including but not limited to coaching/mentoring, Achieve3000, IXL, ST Math, eSped, DMAC, Lead4ward, Excel, data analysis, explicit vocabulary, and writing."* The Technology Lending Grant (TLG) supports this goal by ensuring that students have the access they require to work on student programs both during the school day and at home. Teachers will have the training necessary to evaluate the results of the students' work and make instructional decisions about follow up or intervention that may be required.

The CIP identifies the struggles middle school students have in math and science, and outlines recommendations to address the deficiencies. Recommendations include improving the RTI process and training teachers in differentiated instruction. Allowing students to access the quality instructional digital materials from home will help address these issues. The CIP recommends that staff will continue *"to research and purchase research-based teaching resources to help implement TEKS, STAAR Readiness, as well as Tier I, II, and III intervention techniques. Resources to include Reading Horizons, Achieve3000, IXL – Math and Language Arts, Study Island, ST Math, NWEA MAP, etc. to support student achievement for practice and assessment."*

The staff at NSMS are determined to do all they can to create an environment where students are successful. *"Teachers are encouraged to collaborate and share ideas. Students are monitored, and their needs are addressed through remediation classes, small group tutoring sessions, and extended library hours. The biggest issue on our campus is keeping the focus on student achievement. If the students are not successful, we are not successful, no matter how hard we work or how many hours we devote to the cause. Therefore, it is a goal this year to ensure that the focus remains on student achievement and to revamp the RtI Plan in a way it produces results."* The TLG will allow another avenue for teachers to help students find success and growth in core academic areas, especially math and science. Currently, 84% of middle school teachers report that they rarely or never assign homework that requires the use of the Internet at home. The TLG program will provide that access, and 72% of middle school teachers report that they would expect students to complete work at home that requires the Internet if that access were made available to students. With continued collaboration and feedback, teachers will share the successes their students are enjoying and it is expected that even more teachers will encourage students to check out the devices and/or Internet hot spots. More time to practice these skills on an individualized basis will undoubtedly lead to more proficiency on the content area TEKS. Additionally, providing access to the Internet on buses will give students who are on the bus for at least an hour time to work on enrichment activities or get extra practice on needed skills.

The TLG program requires teachers to use formative assessment as well as other assessment tools to monitor student progress. The CIP outlines the same requirement in order to drive instructional practices. *"Administer six weeks assessments (once a quarter), NWEA Map Testing (BOY, MOY, EOY), and benchmark assessments (a minimum of once a year in tested areas only) to all students in math, reading, writing, science and social studies to understand student growth..."*

Parent involvement is an important component of the middle school campus plan. The CIP aims to *"Increase parent engagement at meetings"* and *"Determine new methods of involving parents"*. This TLG program will involve parents at a whole new level as they learn to support their children at home using quality digital instructional materials. The Family Nights hosted by the campus will assist parents in developing the necessary confidence to offer such support.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 089-903

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nixon-Smiley CISD will provide Internet access for students who do not have available access at home by providing CIPA-compliant hot spot devices that can be checked out and taken home for a specific period of time. With limited funding, the TLG will diligently work to provide access to as many students as possible. Since there are more students without access than devices, teachers will assist in determining the students with the highest educational need based on ongoing formative assessment data, benchmark test results, state assessments, and classroom performance. Priority checkout will be placed on students with the highest need based on these results and teacher discretion.

Before students in NSCISD are allowed to use technology devices with access to the Internet **in school**, they must have a parent or guardian sign the Responsible Use Agreement (provided in English and Spanish).

Before students are allowed to check out a CIPA-compliant hot spot to provide Internet access **at home**, they must

- demonstrate mastery on the Digital Citizenship strand of the Technology Applications TEKS;
- have a parent or guardian sign the Technology Lending Agreement (provided in English and Spanish), which asserts that school District devices are the property of the District and are to be used solely for educational purposes by the student;
- complete a TLG check-out form (provided in English and Spanish); and
- attend a training session provided by the technology department that demonstrates the use of the Internet-ready device and the hot spot where a translator will be available for those that speak Spanish. Time will also be given to address questions on the devices and hot spots, as well as the those regarding the TLG.

Additionally, parents will be invited to attend Family Nights at the campus to introduce them to the TLG program and train them in the use of the hot spot and the digital device that the student will bring home. If there is a family with more than one student in the home, the device can be configured to allow multiple NSCISD devices to connect and access the Internet.

Due to the large area the District serves, hot spots will have to be purchased with multiple data providers in order to ensure every student has access to a hot spot from a service provider that will work in his/her home. The hot spots the District will purchase are designed to connect up to 10 users at a time.

The individual hot spots will be filtered and monitored through a cloud-based monitoring program installed on each device, as well as through a dashboard provided by the hot spot providers. This will ensure hot spots and devices will stay CIPA-compliant.

Due to the rural nature of the District, many students are on buses for at least an hour each way before and after school. Specifically, nine of the twelve routes (75%) each day run in excess of one hour. Additionally, MS students travel long distances to compete in sporting and other UIL events. Some District UIL events see students travel two hours one way, four hours total. Because of the TLG program, NSCISD will be able to install portable WiFi devices on two buses that have routes that run more than 60 minutes one way. The portable WiFi devices will be controlled and monitored through a dashboard housed in the cloud, which is accessible to the technology team 24/7. In addition to being CIPA-compliant, these portable WiFi devices will be configured so that students have access solely to educational websites. This will allow much-needed time to complete assignments and enrichment activities that require access to the Internet while on a bus ride to and from home, as well as to and from school-sponsored UIL events.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 089-903	Amendment # (for amendments only):
<p>TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>NSMS is a technology-driven campus with an expectation that students and teachers effectively use technology in the core content classes for Tier 1 instruction, as well as during tutorial time for skills practice, intervention, and enrichment. All math and science classes use digital textbooks, and 100% of teachers report using digital resources regularly in the classroom. With the introduction of digital resources, teachers must address classroom management strategies consistently from classroom to classroom. During the first days of the school year, students agree to the district's Responsible Use Policy, which defines acceptable behavior while using District devices and online resources. Throughout the school year, teachers will work with students on Digital Citizenship using resources from CommonSenseMedia.org. Teachers then train students on using resources such as online textbooks and other subscription-based tools, and encourage students to use these independently. At the beginning of each year, students are shown how classroom devices are monitored, and see the reports that can be produced on each student's username. The technology team and campus administration monitor program usage frequently and students are reminded about the expectations of their behavior using devices at school. With the implementation of the TLG program, students will check out a device to take home that will be monitored by this same tool to ensure the devices are used appropriately. The monitoring tool also allows students to chat with their teachers. Since the tool is cloud-based, teachers can still offer help to students online from home. NSCISD has a Parent Involvement Policy that defines the support the District provides to parents in a variety of ways. Most notably, parents are shown how the school monitors student progress and how this progress is measured using different assessment tools. During Family Nights, schools provide training for parents in using technology to help them work with their children to improve their child's academic achievement. According to this policy, all materials and training are offered in both English and Spanish. The <i>Texas Long-Range Plan for Technology</i> states that students should "have access to relevant technologies, tools, resources and services for individualized instruction 24/7". This TLG program will allow students this access, and NSMS is prepared to make this program a success.</p>	
<p>TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>The <i>Texas Long-Range Plan for Technology</i> focuses on student learning and asserts that each student will become "a contributing member of the emerging global digital society." Students and staff at NSMS use digital tools seamlessly throughout the school day to improve student achievement. Currently, NSMS has digital instructional materials for math, science, social studies, reading, language arts, band, fine arts, agriculture, and consumer science. Math teachers assign students activities using ConnectEd, iXL and ST Math. Science teachers use the online textbook, Edusmart, and iXL. These programs provide individualized instruction targeted to each specific student, and each the program has an online homework component that students can use if they have a device and Internet at home. Students have been taught to use Kahn Academy for free online assistance, as well as educational videos through TedEd, TeacherTube, and WatchKnowLearn. The campus focuses on digital materials that support all content areas in a cross-curricular format. Achieve 3000 is a reading program that adjusts reading levels based on student ability. When a science lesson with challenging vocabulary is being taught, the science teacher will assign digital content in Achieve 3000 to support the lesson, or will work collaboratively with the reading teacher to assign these. Nearpod is an online learning tool that has visual interactive lessons to help students master content. If a math teacher is working on 3-dimensional shapes, he/she can use social studies Nearpod lessons that explore ancient architecture so that the skills being taught are reinforced. Read/Write Gold from Texthelp is a tool that is used to provide accommodations for struggling readers and students with special needs. This tool provides text-to-speech, translates text into Spanish, and has multiple support tools such as dictionaries, highlighters, and reading guides. Many teachers use Google Classroom, which essentially puts classroom assignments online so they can be accessed from anywhere, as long as there is an Internet connection. This is an efficient way to assign homework or work for students who are absent, homebound, or who are on a bus for an extended period of time. These instructional materials are all available 24/7 for students; however, once students leave campus, many no longer have access to the tools and resources they have used all day. The TLG program will help solve that dilemma by providing hot spots and devices to be taken home for instructional use.</p>	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 089-903

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nixon-Smiley Middle School has the adequate infrastructure and technical support to ensure successful implementation of the TLG. Currently, 100% of the classrooms at the MS have WIFI capability. Access points are located in every other classroom, and there is ample bandwidth to allow all students access to the Internet concurrently without seeing a slow-down in educational programs. During school hours, there is an open network that is monitored and filtered so that students may connect to the Internet using any device. NSCISD Internet access is always filtered to meet the requirements of The Children's Internet Protection Act (CIPA). Still, for many students, access ends at school. Being able to provide students with Internet access at home through this TLG program will give them a significant advantage, and allow them to continue to use the resources they have been using at school.

The NSCISD technology department is made up of the director and one network technician. Since the department is small, the District purchases devices that can be managed, monitored, and tracked online 24/7. The student devices that will be provided with TLG funds are currently in use at this campus, so teachers and students are accustomed to them. The District will provide technical support for the devices and the hot spots that will go home with students. Teachers will be trained and will train students in appropriate use of these devices in the beginning of the year, and will reinforce this information while assigning work to be completed at home. **Digital Citizenship** and **Responsible Use** will be reinforced regularly to ensure the safety of the students and the integrity of the devices. Additionally, the technology department is located at the Middle School and has an open-door policy. Teachers and students often stop by the technology office during the school day to get help. The technology staff is available on campus until 5:00pm every instructional day.

All digital instructional programs at NSCISD are managed through the technology department. Every digital educational program at NSCISD is cloud-based, so the technology department can create and update usernames and passwords in a matter of minutes. Most programs allow for new users to be added instantly, which means there is no downtime for new students enrolling in the campus. Additionally, the campus administrative staff and the technology department have access to monitor usage of these programs at any time. The District's content filter is also cloud-based and will ensure that all devices are CIPA-compliant when they leave the campus. Websites, instructional videos, and online curriculum tools are monitored and filtered at all times, whether at school or at home.

Although the devices that will be checked out to students will have at least a one-year warranty, Nixon-Smiley CISD's technician can repair the majority of damages to student devices. The District policy does not require insurance and current personal devices within the District are not insured. The District retains parts that can be used to make repairs. This will ensure that students will have access to the tools they need to complete assignments with minimal downtime. If a device cannot be repaired in-house, it will be mailed back to the manufacturer for repair using the department funds that are designated for repairs, if necessary. The **Technology Lending Agreement** helps define the difference between accidental and malicious damage to District-owned equipment. Any reported damage will be addressed on a case-by-case basis, and a collaborative decision about consequences, if any, will be determined by the technology director and the campus administrative staff. **The District understands grant funds cannot be used to replace lost, stolen, or damaged equipment.**

The mobile Internet WiFi devices being installed on the school buses have a cloud-based management console. The technology director and the technician can monitor these devices and will ensure that they are in working order. These devices will be under warranty initially, and will be sent in to the manufacturer for repair, if necessary.

Since all of the devices to be purchased with TLG funds can be monitored and managed through cloud-based consoles, the District is confident that the lending program will be a success. All NSCISD staff members, including the bus drivers who have WiFi devices on board, have the technology director's cell phone number, and she is available at all times.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 089-903	Amendment # (for amendments only):
<p>TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Due to the findings in the needs assessment (Schedule 13, Parts 1 and 2), the focus of this grant is to provide the necessary tools and resources to support improvement in math and science at Nixon-Smiley Middle School (MS) in grades 5 through 8. The MS campus is comprised of two buildings: Phase I with 5th and 6th grades and Phase II with 7th and 8th grades. There is one math teacher and one science teacher in each grade level; therefore, this equipment will be distributed through these eight classroom teachers. The devices will be divided into two groups and housed in charging carts in a specific location in each of the two buildings. A staff member, along with a back-up staff member, will be assigned to oversee the check-out procedure at each location at the end of each day.</p> <p>Nixon-Smiley Middle School has 321 students in grades 5 through 8, and only 26 reported that they would not want to check out a device to accomplish assignments at home that require access to the Internet. Teachers will assess which students will benefit from checking out a devices and/or hot spot due to lack of access to a device and/or the Internet at home. Priority will be placed on students with the greatest academic need. Before checking out equipment, these students will take home a Technology Lending Agreement to ensure parents are aware of the equipment students will be bringing home and the equipment is the property of NSCISD. The Agreement will stipulate that the equipment is not issued to the student on a full-time basis, but rather checked out to the student on a day-to-day basis.</p> <p>When a teacher requires students to complete assignments or to work on individualized online programs, the teacher will complete a short form for the student to submit to the staff member who oversees the check-out procedure. At the end of the day, the student will give the form to the staff member. The number of the device to be issued will be written on that form, and the device with its carrying case will be distributed to the student. Although all classrooms for each grade level are near one another, students will be allowed to leave class 5 minutes before the last bell rings in so that they are released from school on time at the end of the day.</p> <p>TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>NSCISD maintains inventory of devices (CFB Legal/Local) through a central online management system, which serves as inventory documentation. As the new devices arrive, they will be entered into the management system and assigned names that designate them as devices of the TLG grant. Additionally, per policy (CMD Legal), the District will conduct an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered to the District, including that of the TLG grant. The results of the inventory will be recorded in the District's files.</p> <p>NSCISD does not require insurance on these devices, per local policy. The Technology Lending Agreement, signed by both students and their parents prior to issuing of equipment, helps to define the difference between accidental and malicious damage to District-owned equipment. As previously stated, reported damage will be addressed on a case-by-case basis, and a collaborative decision about consequences, if any, will be determined by the technology director and the administrative staff. Although the devices that will be checked out to students will have at least a one-year warranty, NSCISD's technician can repair the majority of damages to student devices.</p> <p>After inventory documentation, the devices will be distributed to the MS campus and placed in charging carts that are capable of being locked. Each device will be named and numbered according to its location and clearly marked on the device. As students arrive to check out a device at the end of the day, the designated staff member responsible (CMD Legal) will collect the form from them, write the number of the device on the form, and issue the device in its carrying case. At the end of the day, the staff member will record the student names, date, and device numbers of the checked out devices into an online spreadsheet. Students are required to return the device the next morning upon arrival at school. As stated, the classrooms are all in near vicinity to one another, so students are not going far to return these devices to the charging cart. The staff member will ensure that all checked out devices are returned and accounted for by referring to the online spreadsheet.</p>	

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